Remote Learning Guide
ICT & Business Studies

w.c 16th March 2026

What is the remote learning guide?

Where students are unable to attend school due to, medical, or disciplinary reasons we will continue to provide resources to enable students to continue their education at home – we call this remote learning. We want to minimise the impact to your child's education and therefore we have a plan to make sure learning can continue when they are unable to attend school.

We will be providing all teaching resources through Microsoft Teams. All students will be automatically placed in a Team for their classes in all subjects. Teachers will place all activities, including lessons and resources as files in these Teams. Pupils can access the Teams through their school email accounts. Teachers will also set homework and send messages to their pupils using MS Teams. All work will be available before the lesson is due to start.

You can see a summary of what is being taught each week through the remote learning guides that are shared on the school website every Friday. The guides are also shared with students on their year group's MS Teams. Your child's teachers will also be available via email to answer any questions or queries your child may have. The email address for the head of each department is also included within this guide if you need to contact them regarding any subject related issue.

Pupils are also regularly set tasks and can access resources using the following platforms:

- **GCSEPod** - https://www.gcsepod.com/
- **Bedrock learning** - https://bedrocklearning.org/
- **Seneca -** https://senecalearning.com/en-GB/
- **UpLearn -** www.uplearn.co.uk
- **Sparx Maths -** https://sparxmaths.com/

The following resources provide lessons created by the BBC and Department for Education that may be used with your children to extend their learning at school.

- **Oak National Academy** - https://www.thenational.academy/
- **BBC Bitesize Daily Lessons** - https://www.bbc.co.uk/bitesize/dailylessons

Studies show that reading for pleasure makes a big difference to children's educational performance. We recognise that reading is vitally important to your child's education. Please make sure your child reads approximately one book a week. Students may access online news resources using The Day - https://theday.co.uk/ or they may borrow a book from the school library.

Students record the passwords for these online resources in their school planner. If your child is unable to access the digital resources set by their teachers, please contact your child's Year Manager or Year Coordinator or the school directly using this email address: enquiry@holte.bham.sch.uk

Year 7
Head of Department: L. Latif
What is your child learning this term?
Unit 3 – Python Programming The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. The pupils' final programs are put into a learning portfolio with evidence of correct running, for assessment purposes.

Class	Teacher	Lessons, including homework deadlines & resources
7-1	Miss Latif	**L3 History of Computers** **Learning Outcomes** • To Identify a few key points in the development of computers. • To Identify key people and explain what they did to help in the development of computers. • To Create a poster to show some of the key points in computer history.
7-2	Mr Khan	**L3 History of Computers** **Learning Outcomes** • To Identify a few key points in the development of computers. • To Identify key people and explain what they did to help in the development of computers. • To Create a poster to show some of the key points in computer history.
7-3	Mr Jubier	**L3 History of Computers** **Learning Outcomes** • To Identify a few key points in the development of computers. • To Identify key people and explain what they did to help in the development of computers. • To Create a poster to show some of the key points in computer history.
7-4	Mrs Lawson-Broadhead	**L3 History of Computers** **Learning Outcomes** • To Identify a few key points in the development of computers. • To Identify key people and explain what they did to help in the development of computers. • To Create a poster to show some of the key points in computer history.
7-5	Mr Jubier	**L2 Data Types & Arithmetic**

		L3 History of Computers
		Learning Outcomes
		- To Identify a few key points in the development of computers. - To Identify key people and explain what they did to help in the development of computers. - To Create a poster to show some of the key points in computer history.
7-6	Mr Khan	**L3 History of Computers**
		Learning Outcomes
		- To Identify a few key points in the development of computers. - To Identify key people and explain what they did to help in the development of computers. - To Create a poster to show some of the key points in computer history.
7-7	Mr Khan	**L3 History of Computers**
		Learning Outcomes
		- To Identify a few key points in the development of computers. - To Identify key people and explain what they did to help in the development of computers. - To Create a poster to show some of the key points in computer history.
7-8	Mr Jubier	**L3 History of Computers**
		Learning Outcomes
		- To Identify a few key points in the development of computers. - To Identify key people and explain what they did to help in the development of computers. - To Create a poster to show some of the key points in computer history.

Year 8

Head of Department:

What is your child learning this term?

Summary

The unit is subdivided into six learning hours spread across six lessons in order to fit with most school timetables. In the first three lessons, pupils will learn the basics of HTML and CSS, and how to create a responsive design which adapts to any size of screen for viewing on, say, a mobile phone or a PC. They will learn how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites. The basics of good design are covered and, with the help of worksheets, pupils will develop their own

templates in a text editor such as Notepad. They will decide on a topic for their websites, document their designs and collect suitable text and images. They will then use their HTML templates to create their websites, including a web form. Pupils can view the data collected by the web form into a simulated database. This also helps to stimulate discussion on the privacy of data.

New Attainment Targets (partially covered in this Unit)

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Learning Outcomes for the unit

At the end of this Unit all pupils should be able to:

- Write HTML code to create a simple web page and display it in a browser

- Write CSS to define the styles used in a web page

- Create a simple navigation system using HTML

- Use a design to create a template for a web page using HTML

- Create their own multi-page website

- Insert text, images and links on their web pages

Most pupils will be able to:

- Use a range of HTML tags to create well laid out web pages

- Write CSS code to define the styles of different parts of a web page

- Use HTML and CSS to create their web page template

- Use the template to design a multi-page website with a consistent look and feel to each page

- Use responsive design techniques in creating their website so that the web pages will adapt to any size of screen

- Create a simple web form to collect user data

Some pupils will be able to:

- Add enhancements or additional features to the original basic design

- Construct a good-looking, well-formatted interactive website that is suitable for its intended audience

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Class	Teacher	Lessons, including homework deadlines & resources
8-1	Mr Jubier	**Lesson 2: CSS** • Learn how CSS is used to set the styles in web pages and websites • Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text • Learn what is meant by responsive design, and create a responsive web page • Learn the main principles of good website design
8-2	Mr Khan	**Lesson 2: CSS** • Learn how CSS is used to set the styles in web pages and websites • Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text • Learn what is meant by responsive design, and create a responsive web page • Learn the main principles of good website design
8-3	Mr Khan	**Lesson 2: CSS** • Learn how CSS is used to set the styles in web pages and websites • Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text • Learn what is meant by responsive design, and create a responsive web page • Learn the main principles of good website design
8-4	Mr Jubier	**Lesson 2: CSS** • Learn how CSS is used to set the styles in web pages and websites

		• Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text • Learn what is meant by responsive design, and create a responsive web page • Learn the main principles of good website design
8-5	Mrs Jamila	**Lesson 2: CSS** • Learn how CSS is used to set the styles in web pages and websites • Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text • Learn what is meant by responsive design, and create a responsive web page • Learn the main principles of good website design
8-6	Mr Gakhal	**Lesson 2: CSS** • Learn how CSS is used to set the styles in web pages and websites • Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text • Learn what is meant by responsive design, and create a responsive web page • Learn the main principles of good website design
8-7	Mr Khan	**Lesson 2: CSS** • Learn how CSS is used to set the styles in web pages and websites • Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text • Learn what is meant by responsive design, and create a responsive web page • Learn the main principles of good website design

8-8	Mr Jubier	**Lesson 2: CSS**
		• Learn how CSS is used to set the styles in web pages and websites • Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text • Learn what is meant by responsive design, and create a responsive web page • Learn the main principles of good website design

Year 9		
Head of Department:		
What is your child learning this term? **Spreadsheets** In this unit, learners will gain an understanding and knowledge of how to use spreadsheets to store and manipulate data, how to use common functions, and how to extract data to create visual representations using charts. Learners will use spreadsheets to track and calculate income, make predictions, and answer "what if…?" questions. It is assumed that learners have had some experience of spreadsheets at KS3 level and therefore know how to use cell references, fill colours, and borders, and are familiar with the basic functions, e.g. SUM, AVERAGE, MAX, and MIN		
Class	**Teacher**	**Lessons, including deadlines & resources**
9-1	Mr Zaheer	**Lesson 4- Data Visualisations** • Select the most suitable chart to visualise the selected data • Implement formatting to design a clear and readable chart • Recognise the importance of clear titles and labels • Implement and test a macro to carry out a repetitive task
9-2	Mr Khan	**Lesson 4- Data Visualisations** • Select the most suitable chart to visualise the selected data • Implement formatting to design a clear and readable chart

		• Recognise the importance of clear titles and labels • Implement and test a macro to carry out a repetitive task
9-3	Miss Latif	**Lesson 4- Data Visualisations** • Select the most suitable chart to visualise the selected data • Implement formatting to design a clear and readable chart • Recognise the importance of clear titles and labels • Implement and test a macro to carry out a repetitive task
9-4	Mr Khan	**Lesson 4- Data Visualisations** • Select the most suitable chart to visualise the selected data • Implement formatting to design a clear and readable chart • Recognise the importance of clear titles and labels • Implement and test a macro to carry out a repetitive task
9-5	Miss Seville	**Lesson 4- Data Visualisations** • Select the most suitable chart to visualise the selected data • Implement formatting to design a clear and readable chart • Recognise the importance of clear titles and labels • Implement and test a macro to carry out a repetitive task
9-6	Mrs Jamila	**Lesson 4- Data Visualisations** • Select the most suitable chart to visualise the selected data • Implement formatting to design a clear and readable chart • Recognise the importance of clear titles and labels • Implement and test a macro to carry out a repetitive task
9-7	Mr Khan	**Lesson 4- Data Visualisations** • Select the most suitable chart to visualise the selected data • Implement formatting to design a clear and readable chart • Recognise the importance of clear titles and labels • Implement and test a macro to carry out a repetitive task
9-8	Mr Gakhal	**Lesson 4- Data Visualisations** • Select the most suitable chart to visualise the selected data • Implement formatting to design a clear and readable chart • Recognise the importance of clear titles and labels • Implement and test a macro to carry out a repetitive task

Year 10
Head of Department: L. Latif

What is your child learning this term?

DIT

Enterprise
Component 2- Developing a Business Proposal
Pupils will be completing their PSA 2- Exploring Businesses. This will be done in lessons in exam conditions. They will be developing a business proposal and reviewing it.

Computer Science- Students will use this term to understand the:
- Architecture of the CPU, CPU performance and programming fundamentals, data types.

Class	Teacher	Lessons, including homework deadlines & resources
10C/Cs1	LEL	1. Understand the principles of a bubble sort. 2. Be able to perform a bubble sort on a set of data. Understand how the number of comparisons increases in a bubble sort Using PPT on Sorting complete the following activities in Teams: Activity 2 on Bubble sort
10C/It1	MOJ	We will be looking starting our PSA component 1 We will dissect the brief and commence with Task 1A which involves creating a project proposal, extracting the user requirements, purpose and audience of the project, the user accessibility needs and the constraints that they may face throughout the project they will work on.
10D/It1	ASK	
10A/Bu1	FAJ	PSA Component 2 Pupils will be completing Task 1b. They will be using the template given to complete their business plan. This work must be done in class under supervised conditions.
10C/Bu1	CLB	PSA Component 2 Knowledge worksheet on building confidence about primary and secondary market research content in preparation for writing nots for the PSA.
10D/Bu1	JAG	PSA Component 2 Pupils will be completing Task 1b- this is a research task in class. They have 2 hours to research to enable them to complete a business plan template.
Year 11		
Head of Department:		
What is your child learning this term?		

Year 11 Business
Business Pupils will be focusing on their Component 3, which is the exam component. This is based on marketing and Finance for an Enterprise. Topics will include:

- Budgeting
- Cashflow
- Break Even
- Sources of Finance
- Financial Documents
- Marketing

Class	Teacher	Lessons, including homework deadlines & resources
11C/CS1	MOZ	Students working on their programming skills. Tasks are uploaded to Teams but students should be using websites like Codeacademy to develop their skills and work through tutorials online. At this stage practice is important and students should be engaging with completing programming tasks allocated. Students should also be revising using their revision workbooks and have access to all lesson PowerPoints on Teams. Students should be working independently through these.
11C/IT1	MOJ	We will be looking at recapping Pack A of Component 3. Topic 4 – Modern Teamworking **Objectives:** Describe changes to modern teams facilitated by modern technologies: - Based worldwide, multicultural, inclusive, in different time zones, flexible Describe how modern technologies can be used to manage modern teams: - Collaboration tools, communication tools, scheduling and planning tools Describe how organisations use modern technologies to communicate with stakeholders: - Communication platforms (website, social media, email, voice communication) - Selection of appropriate communication channels for sharing information, data and media Students will learn how modern technology enables flexible and global teamwork, including the benefits and challenges of remote working and digital collaboration. They'll also explore real-world case studies to understand how businesses use tools like live chat, scheduling software, and communication platforms to operate efficiently across time zones.
11A/IT1	SAS	Students need to create a Knowledge Organiser for Learning Aim A – Modern Technologies. All resources are on Teams
11A/BU1	FAJ	Pupils to do MCQ on Marketing based on past questions.
11D/BU1	JAG	Pupils to work through theory for component 3. Assets and liabilities. Budgeting Variances

Sixth Form

Head of Department: Miss Latif

What is your child learning this term?

Pupils will study the design, creation, testing and evaluation of a relational database system to manage information. Pupils will learn the following:

Class	Teacher	Lessons, including homework deadlines & resources
12C/It1	Miss Seville	Unit 3 – Web Development Student are completing their PSAB Assignment Task 2. All resources are on Teams
12A/CS1	MOZ	Students are continuing with their NEA project. They need to continue their work on the design section now, particularly along their structure diagrams and their design of the interface screen and layout.
12c/Bu1	FAJ	Unit 2 Developing a marketing campaign- practicing KOC- The research task has been completed. They will be doing their write up of 2 reports over the next 2 weeks.
	CLB	Unit 2 Developing a marketing campaign Pupils will be looking at the purpose of Marketing through various scenarios and activities. They will be exploring mass markets and niche markets All resources are in teams
12C/Bu1	JAG	**Unit 3 Personal and Business Finance Pack B** - Assets and liabilities -Budgeting -Variances
12D/Bu1	MKR	Unit 3 - Personal and Business Finance • Types of expenditure – depreciation • Break Even All resources are available to students on MS Teams.
13B/It2		Unit 5 – Spreadsheet Modelling

	Miss Seville	Students are working on their Unit 5 Assignment – Task 2. All work is on MS Teams.
13B2/It1	Miss Seville	Pupils need to access the Unit 6 Web Development Assignment. Students must complete Task 1. All resources are on MS Teams
13B2/It1	Miss Latif	Unit 4 Programming Unit deadline is this week. All learning aims must be completed and handed in on time.
13C/Bu1 and 13C/Bu2	FAJ JAG CLB MKR	Unit 1-Exploring Businesses This is a mandatory coursework unit. Pupil are completing Learning aim E. Deadline March 2026. Unit 8 – Recruitment and Selection - The recruitment process, why businesses recruit, where businesses can advertise vacancies. - Students have started their unit 8 assignment All resources are available for students on MS Teams.
13 CS	MOZ	Students completing their NEA which is due on Friday 6th March.